

BASICS OF PEDAGOGICAL AND PSYCHOLOGICAL DEVELOPMENT OF INCLUSIVE EDUCATION IN UZBEKISTAN

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Abstract: *This article theoretically analyzes the foundations of pedagogical and psychological development of inclusive education in Uzbekistan.*

Keywords: *psychology, pedagogy, development, orientation, technology, development, improvement, methodical recommendation, public education, laboratory, etc.*

Development and improvement of psychological-pedagogical and development-oriented technologies for all subjects of inclusive education Methodological recommendation 2022 of the Scientific Methodological Council of the Republic's Center for Vocational Guidance and Psychological-Pedagogical Diagnosis of Pupils under the Ministry of Public Education - approved by decision No. 2 dated June 29. Under the general editorship of L.R. Gaynutdinova, Director of the Psychological and Pedagogical Republican Diagnostic Center under the Ministry of Public Education, Compilers: S. Mominov - Pedagogical republican diagnostic center Inclusive education laboratory Methodist Sh. Akhmedova Under the Ministry of Public Education Pupils career guidance and psychological-pedagogical republican diagnostic center Inclusive education laboratory Methodist G. Alimova Under the Ministry of Public Education O Methodist of the Inclusive Education Laboratory of the Psychological and Pedagogical Diagnostic Center of the Republic of Pupils for Vocational Guidance Reviewers: F. Kadirova, Head of the "Special Pedagogy" Department, Faculty of Pedagogy, Chirchik State Pedagogical Institute, Tashkent region, Ph.D., (DSc), Prof. M. Kasimova People's ta Methodist of the Inclusive Education Laboratory of the Psychological and Pedagogical Republican Diagnostic Center under the Ministry of Education and Culture This methodical recommendation is intended for pedagogues and parents working with students with special educational needs. The social changes taking place at the current stage of society's development lead to changes in views on education and upbringing of children, which will bring about serious changes in the education system of our country. There are trends in the integration processes of general and special education, as a result of which the problem of educating children with disabilities is one of the main ones. The state system of early diagnosis and support for children with special educational needs is becoming relevant for scientific study and implementation. Accordingly, it is necessary to provide psychological, medical and pedagogical help and support to children of different age groups and categories, their immediate environment, as well as other participants of the educational process. Article 41 of the Constitution of the Republic of Uzbekistan states that "Everyone has

the right to education. Free general education is guaranteed by the state. "School affairs are under the control of the state" is also a great attention to the field of education. In addition, it is noteworthy that a separate article was included in the Law on Education of the Republic of Uzbekistan and that this article is dedicated to inclusive education. In order to further improve the inclusive education of children with special educational needs, the President of the Republic of Uzbekistan "Further improving the system of education for children with special educational needs" Article 20. Inclusive education is aimed at ensuring equal opportunities for learning in educational institutions for all learners, taking into account the diversity of individual educational needs and capabilities. Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities. on measures" decision No. PQ-4860 of October 13, 2020 was adopted. In the resolution, tasks are assigned to develop and improve technologies aimed at psychological-pedagogical and social development for all subjects of inclusive education, and to organize psychological-pedagogical support for students in inclusive conditions. From the 2021/2022 academic year, inclusive education was introduced as a pilot test in general education institutions across the country. Students are admitted to such first inclusive education classes and elementary correctional classes in the year they turn seven years old. In order to ensure the right to education of children with special educational needs, it is allowed to admit children who are two years older than the age limit set for general education schools. Psychological-pedagogical support of subjects of inclusive education is necessary conditions for students with special educational needs to receive quality education without discrimination, correction of developmental disorders and social adaptation, provision of early remedial assistance based on special pedagogical approaches and methods is meant to create. Children admitted to inclusive education classes and primary correctional classes: - children with hearing impairment (children with hearing loss up to 60 Db without additional developmental disorders); - children with visual impairment (children with visual impairment up to 0.1 without additional developmental disorders); - somatic diseases (children whose level of psychophysical and speech development does not correspond to their age); - children with severe speech defects (alalia, dyslalia, aphasia, rhinolalia, dysarthria, slowness of psycho-speech development, stuttering); - children with musculoskeletal disorders (children with cerebral palsy, scoliosis, poliomyelitis, myopathy, osteomyelitis, amputation, stunting - short stature); - children with impaired locomotor system while maintaining mental development; - children with preserved mental development or lagging behind in mental development (cerebral palsy children who can move on their own or can move with additional devices and wheelchairs); - children who are lagging behind in mental development with potentially intact opportunities for intellectual development; - children with autistic spectrum disorders without severe behavioral and mental disorders; - children with preserved intellectual development, who are in a state of seizures (if the child takes

anticonvulsant drugs, seizures do not exceed 1 time in 1 month). For these individuals, the most appropriate communication and education at a certain level and in a certain direction, as well as the social development of these students, including the organization of inclusive education for children with special educational needs. it is necessary to create favorable conditions. Thus, the development and improvement of the inclusive education support system leads to the emergence of organizational, legal, methodological information and personnel problems in this educational model. In the field of personnel training: - delivery of the content of the inclusive education system in general education institutions and the need to update its quality; - the fact that the level of professional training and professional qualification of pedagogical personnel is not sufficient for inclusive education, causing a number of problems in teaching children with special educational needs; - the teaching programs of higher education institutions in the field of pedagogy do not include subjects related to the methodology of inclusive education; - the fact that inclusive education programs are not included in the textbooks of pedagogy and methodology, as well as the fact that future pedagogues do not practice in educational institutions where children with special educational needs are involved, which has a negative effect on the quality of their professional training; - the lack of sufficient information about inclusive education on the part of leaders and pedagogues of general education institutions, which leads to the ineffectiveness of the introduction of inclusive education; training and retraining educational institutions have not organized training courses for children with special educational needs, modern information and communication technologies for inclusive education have not been introduced into their activities; In the field of educational process organization: - the methodology of providing inclusive education to children with special educational needs has not been developed in general education institutions; criteria for determining the quality and effectiveness of inclusive education for children with special educational needs have not been developed; The fact that educational institutions where children with special educational needs are educated is not sufficiently provided with the necessary special educational literature and methodological manuals, which until now has had a negative effect on the development of inclusive education. was Development of the inclusive education system The goal of the development of the inclusive education system is to provide equal opportunities for education and all children, regardless of individual characteristics, previous educational achievements, language, culture, social and economic status of parents. The goal is to create the necessary conditions for success in education. The priority directions for the development of the inclusive education system are as follows: - training, retraining and professional development of pedagogues for the inclusive education system (targeted professional development courses); - inclusive education programs in higher education institutions in the field of pedagogy introduction, improvement of educational materials related to the methodology of inclusive education; - assimilation of modern theories of inclusive

education, establishment of centers for training, retraining and advanced training of pedagogues operating in the system of inclusive education, as well as creating conditions for mastering the basics of person-oriented approaches to education (advanced foreign learning experiences); - creation of teaching-methodical collections and popular publications on inclusive education for teachers, students, parents, specialists of public organizations, the general public (methodical manuals and recommendations); - gradually increasing the quality of teachers in general education institutions where the inclusive education system has been introduced, in particular the number of pedagogues with a master's degree; - in the introduction of inclusive education, first of all, attention should be paid to the education of children with special educational needs in general education schools located in remote areas, with a small number of students; - formation of an independent assessment system of the quality of inclusive education and establishment of additional pedagogical education services for children with special educational needs; - to develop a standardized program for the training of leading personnel in the field of public education, to introduce to them training courses that provide for the mechanisms of implementation of inclusive education; - to increase the efficiency and expand the coverage of the system of improving the qualifications and retraining of pedagogues working in general education institutions where the inclusive education system has been introduced, by establishing distance courses; - increase the admission parameters of higher education institutions in the field of pedagogy in the field of "Special pedagogy"; - improvement of the mechanism of professional support and cooperation of young teachers in general education institutions where the inclusive education system has been introduced, taking into account the growth of their service position; development and implementation of methodological recommendations for pedagogical staff regarding the use of innovative technologies in providing inclusive education to children with special educational needs; Improving teaching methods in inclusive education, gradually applying the principles of individualization to this process: establishing and implementing measures aimed at ensuring the right of every child with special educational needs to receive inclusive education increase; development and implementation of mechanisms aimed at preventing discrimination of children with special educational needs, cruel or degrading treatment towards them; improvement of the system of early identification and support of children with special educational needs; In the process of inclusive education, spiritual and moral upbringing of students, achieving a physically healthy and energetic formation of the child: - popularizing the principles of healthy nutrition for students in inclusive educational institutions; - organization of sports clubs for children with special educational needs; - carrying out explanatory work among parents about the inclusive education system by self-management bodies of citizens; - introduction of programs aimed at preventing violence (bullying) among students in educational institutions where the inclusive education system has been introduced, studying the advanced experience of developed

countries; In order to improve the quality of educational services provided to children with special educational needs: - it is necessary to develop and approve the requirements for the buildings of educational institutions where children with special educational needs receive their education; implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies intended for training in various professions; Implementation of the initiative, which includes comprehensive measures aimed at creating additional conditions for the education of children with special educational needs involved in inclusive education: - Increasing the coverage of participants of inclusive education in "Barkamol Avlod" children's school circles; - wide involvement of children with special educational needs in culture and art institutions; - involving children with special educational needs in physical education and sports; - establishing effective use of computer technologies and the Internet among children with special educational needs; - raising the morale of children with special educational needs, widely promoting reading among them; - development of professional skills of students with special educational needs; - holding promotional events about the achievements of children with special educational needs in culture, art, sports and other areas. It is necessary to never forget that maintaining and strengthening the health of the student, increasing the opportunities for the all-round development of the student with health and health problems should not be neglected. . Currently, the content of psychological-pedagogical support of subjects of inclusive education is becoming one of the main areas of study. This process involves all educational subjects aimed at ensuring the effective integration of a child with special educational needs into the social environment, contributing to his self-determination, self-awareness, and self-affirmation. is interrelated with the activity. Psychological and pedagogical support is a necessary condition for successful social adjustment and choosing optimal solutions in various situations related to the personal life and professional self-determination of students of any educational organization.

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